

ELL Stage II: Grades 1-2

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student may be able to print their first name. The student is able to distinguish between letters and words. The student may be able to correlate the sound-symbol relationship to generate recognizable letters. The student recognizes that spoken words are represented by written language.

Emergent

The student is able to correlate the sound-symbol relationship to generate recognizable letters and words. The student relies on environmental print in the classroom to write words, phrases and simple sentences with instructional support. The student is able to begin sentences with a capital letter and use ending punctuation.

Basic

The student at this level is able to write simple sentences using basic vocabulary, with subjects and predicates which utilize the parts of speech and simple verb tenses including subject-verb agreement with instructional support. The student is able to correctly apply capitalization, spacing and ending punctuation. Spelling is inconsistent and may interfere with meaning.

Low Intermediate

The student at this level is able to write sentences incorporating grade level vocabulary using a variety of subject and predicate structures. The student will utilize the parts of speech and simple verb tenses with subject-verb agreement, although not consistently. The writing is organized to include a beginning, middle, and end in a three to five sentence paragraph. The writing is organized in a logical order for use in functional text. Spelling is inconsistent but does not interfere with meaning.

High Intermediate

The student at this level is able to write sentences incorporating grade level vocabulary using a variety of subject and predicate structures. The student will utilize the parts of speech and multiple verb tenses with subject-verb agreement. The writing is organized to include a clear beginning, middle, and end in a three to five sentence paragraph. The writing is organized in a logical order for use in functional text. Spelling may be inconsistent but does not interfere with meaning.

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Writing

Writing Applications	Standard: The student will express his or her thinking and ideas in a variety of writing genres.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
	Narrative	PE-1. drawing pictures of an event or character from a story.	E-1. writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.	B-1. writing a short text about events or characters from familiar stories with instructional support.	LI-1. writing a narrative or short story that includes a main idea, character and a sequence of events with instructional support.	HI-1. writing a narrative or short story that includes a main idea, character and a sequence of events.
		PE-2. participating in guided writing of simple chants.	E-2. participating in guided writing of simple rhymes or chants.	B-2. participating in guided writing of simple rhymes, chants or poetry.	LI-2. writing simple patterned chants, rhymes or poetry with instructional support.	HI-2. writing simple rhymes, chants and poetry.
	Expository	PE-3. summarizing the key events or ideas of informational text by drawing pictures with instructional support.	E-3. summarizing the key events or ideas of informational text by drawing and labeling pictures with instructional support.	B-3. completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.	LI-3. completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.	HI-3. completing a written summary of the key events or ideas of informational text using simple sentences.

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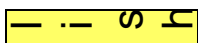
Writing

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Expository	PE-4. creating expository text through drawing pictures based on research, observation and/or experience with instructional support.	E-4. creating expository text through drawing and/or labeling pictures based on research, observation and/or experience with instructional support.	B-4. creating expository text (e.g. labels, lists observations, and journals) using key words and phrases based on research, observation and/or experience with instructional support.	LI-4. creating expository text (e.g. labels, lists observations, and journals) using simple sentences based on research observation and/or experience with instructional support.	HI-4. creating expository text (e.g. labels, lists observations, and journals) using simple sentences based on research observation and/or experience.
		PE-5. creating a variety of functional texts (e.g. classroom rules, messages, directions) using drawings with instructional support.	E-5. creating a variety of functional texts (e.g. classroom rules, messages, directions) using labels and drawings with instructional support.	B-5. creating a variety of functional texts (e.g. classroom rules, messages, directions) using key words and phrases with instructional support.	LI-5. creating a variety of functional texts (e.g. classroom rules, messages, directions) using complete sentences with instructional support.	HI-5. creating a variety of functional texts (e.g. classroom rules, messages, directions) using complete sentences.
	Functional	PE-6. participating in the guided writing of a short friendly letter or thank-you note (i.e. heading, greeting, body, closing) with the teacher as a scribe.	E-6. writing a short friendly letter or thank-you note by completing a template (i.e. heading, greeting, body, closing) with instructional support.	B-6. writing a short friendly letter or thank-you note that is organized and uses a proper format (i.e. heading, greeting, body, closing) with instructional support.	LI-6. writing a friendly letter or thank-you note that is organized and uses a proper format (i.e. heading, greeting, body, closing) with instructional support.	HI-6. writing a friendly letter or thank-you note that is organized and uses a proper format (i.e. heading, greeting, body, closing).
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					

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	Literary Response	PE-7. creating a response to a literary selection using pictures that identify the characters, setting and sequence of events with instructional support .	E-7. creating a response to a literary selection using pictures and labels that identify the characters, setting and sequence of events with instructional support.	B-7. writing a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support.	LI-7. writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution with instructional support.	HI-7. writing a response to a literary selection that identifies the characters, setting, sequence of events, main idea, problem and solution.
		PE-8. NA	E-8. creating a response to a literary selection using pictures with/without labels that connects text to self with instructional support.	B-8. participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.	LI-8. writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.	HI-8. writing a short response to a literary selection that connects text to self, text to world, or text to other text.



Standard: The student will identify and apply conventions of standard English in his or her communications.

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-1. copying the upper and lowercase letters of the alphabet and numerals with modeled directionality.	E-1. writing the upper and lowercase letters of the alphabet and numerals with modeled directionality.	B-1. writing all upper and lowercase letters and numerals attending to form and spatial alignment.	LI-1. N/A	HI-1. N/A
	PE-2. copying modeled writing left to right and top to bottom with spacing between words.	E-2. organizing writing left to right and top to bottom with spacing between words with modeled directionality.	B-2. organizing writing left to right and top to bottom with spacing between words and lines.	LI-2. N/A	HI-2. N/A
	PE-3. applying knowledge of letter-sound relationships to represent initial or final consonant sounds in a word.	E-3. applying knowledge of letter-sound relationships to spell simple words with consonants and vowels (CVC patterns).	B-3. recognizing and using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.	LI-3. recognizing and using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, ly), to spell words.	HI-3. recognizing and using common spelling patterns, simple prefixes (re, un-), suffixes and regular inflectional endings (-ed) to spell words.

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Writing

Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-4. using resources to spell words (word walls and environmental print) with instructional support.	E-4. using resources to spell words (word walls, environmental print) with instructional support.	B-4. using resources to spell words (word walls, environmental print, picture dictionaries).	LI-4. using resources to spell words (word walls, environmental print, picture dictionaries, and dictionaries).	HI-4. using resources to spell words.
	PE-5. correctly printing first name with a capital letter.	E-5. using a capital letter for the pronoun "I."	B-5. capitalizing the pronoun "I" and the first word of a sentence.	LI-5. capitalizing the pronoun "I," the first word of a sentence and proper nouns (names).	HI-5. capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).
	PE-6. copying high frequency words.	E-6. copying high frequency words.	B-6. spelling high frequency words using resources.	LI-6. spelling high frequency words correctly.	HI-6. spelling high frequency words correctly
	PE-7. adding periods to denote the end of simple sentences with prompting.	E-7. adding periods, question marks and exclamation points to denote the end of simple sentences with prompting.	B-7. using periods, question marks and exclamation points with instructional support.	LI-7. using periods, question marks, exclamation points and commas for items in a series (e.g., eggs, milk, bread, bananas) with instructional support.	HI-7. using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas), and apostrophes (possessives, contractions).

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Writing

Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-8. copying nouns from environmental print, realia, pictures and manipulatives.	E-8. copying and completing sentence frames/templates using descriptive noun phrases from realia, pictures and manipulatives (adjective + noun). "red bird."	B -8. writing simple sentences using descriptive noun phrases (adjective + noun) "red bird" with instructional support. Copying and completing sentence frames/templates using double noun phrases (nouns as adjectives) "shoe store, kitchen table"	LI-8. writing simple sentences using descriptive noun phrases (adjective + noun) "red bird" and double noun phrases (nouns as adjectives) "shoe store, kitchen table" with instructional support.	HI-8. writing simple sentences using descriptive noun phrases (adjective + noun) "red bird" and double noun phrases (nouns as adjectives) "shoe store, kitchen table"
	PE-9. NA	E-9. copying simple phrases using joined noun phrases from realia, pictures and manipulatives (noun + coordinating conjunction+noun). "bird and tree"	B-9. completing sentence frames/templates using joined noun phrases (noun + coordinating conjunction+noun) "bird and tree"	LI-9. writing simple sentences with joined noun phrases (noun+coordinating conjunction+noun) "bird and tree" with instructional support.	HI-9. writing simple sentences using joined noun phrases (noun+coordinating conjunction+noun) "bird and tree."

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-10. copying action verbs using realia, pictures and manipulatives.	E-10. labeling action verbs using realia, pictures and manipulatives.	B -10. completing sentence frames/templates using joined verb phrases "walks and talks."	LI-10. writing simple sentences using joined verb phrases "walks and talks" with instructional support. Completing sentence frames/templates using verb phrases (verb+adverb, adverb+verb) "walks fast, always talks"	HI-10. writing sentences using verb phrases and joined verb phrases (verb+adverb, adverb+verb). "walks and talks," "walks fast, always talks" with instructional support.
	PE-11. N/A	E-11. copying prepositional phrases from realia, pictures and manipulatives (preposition+ noun). "on the table"	B-11. completing sentence frames/templates using prepositional phrases (preposition+noun) "on the table, under the chair," "in the oven." "The apple is on the table." "There is an apple on the table"	LI-11. writing simple sentences using prepositional phrases (preposition+noun) "...on the table, under the chair, in the oven" "The apple is on the table." "There is an apple on the table" with instructional support.	HI-11. writing sentences using prepositional phrases (preposition+noun). "on the table, under the chair, in the oven" "The apple is on the table." "There is an apple on the table."

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-12. N/A	E-12. N/A	B -12. completing sentence frames/templates using singular and plural subjects and verb agreement "Jill sleeps." "The horses walk."	LI-12. writing sentences which demonstrate singular, plural and compound subjects and verb agreement "Jill sleeps." "The horses walk." Jack and Jill talk." vs. "Jack or Jill talks." with instructional support.	HI-12. writing sentences which demonstrate singular, plural, and compound subjects and verb agreement. "Jill sleeps." "The horses walk." Jack <u>and</u> Jill talk."/ "Jack <u>or</u> Jill talks."
	PE-13. N/A	E-13. N/A	B-13. completing sentence frames/templates using pronoun-antecedent agreement. "The teachers finished their classes."	LI -13. writing sentences using pronoun-antecedent agreement "The teachers finished their classes." with instructional support.	HI -13. writing sentences using pronoun-antecedent agreement. "The teachers finished their classes."
	PE-14. NA	E-14. copying declarative sentences using singular noun+"to be"+ noun construction. "The banana is a fruit."	B-14. completing declarative sentence frames/templates using singular noun+"to be"+ noun construction. "The _____ is a _____."	LI-14. writing declarative sentences using singular noun+"to be"+ noun construction "The banana is a fruit." with instructional support.	HI-14. writing declarative sentences using singular noun+"to be"+ noun construction. "The banana is a fruit."

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-15. NA	E-15. copying declarative sentences using plural noun+"to be"+ plural noun construction. "Puppies are dogs."	B-15. completing declarative sentences using frames/templates using plural noun+"to be"+ plural noun construction "Puppies are ____."	LI-15. writing declarative sentences using plural noun+"to be"+ plural noun construction "Puppies are dogs." with instructional support.	HI-15. writing declarative sentences using plural noun+"to be"+ plural noun construction. "Puppies are dogs."
	PE-16. NA	E-16. copying declarative sentences using pronoun+"to be"+noun construction. "I am six."	B-16. completing sentence frames/templates using pronoun+"to be"+noun construction."I am ____."	LI-16. writing declarative sentences using pronoun+"to be"+noun construction "I am six." with instructional support.	HI-16. writing declarative sentences using pronoun+"to be"+noun construction. "I am six."
	PE-17. NA	E-17. copying declarative sentences using "not"+ "to be" construction. "I am not hungry."	B-17. completing sentence frames/templates using "not"+ "to be" construction "I am ____hungry."	LI-17. writing declarative sentences using "not"+ "to be" construction "I am not hungry." with instructional support.	HI-17. writing declarative sentences using "not"+ "to be" construction. "I am not hungry."

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-18. NA	E-18. copying Yes/No questions using "to be." "Is she a student?"	B-18. completing Yes/No question frames/templates using "to be" "_____ a student?"	LI-18. writing Yes/No questions using various tenses of "to be" "Is/was/will she (be) a student?" with instructional support.	HI-18. writing Yes/No questions using various tenses of "to be." "Is/was/will she (be) a student?"
	PE-19. NA	E-19. copying open-ended questions using "to be." "Who/when /where is . . .?"	B-19. completing open-ended question frames/templates using "who/ /when/where. . . ? using "to be".	LI-19. writing open-ended questions "who/when/where/ why/what/ how using various tenses of "to be" with instructional support.	HI -19 writing open-ended questions using "who/when/where/why/what/ how using various tenses of "to be."

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Writing

Standard: Students use the steps of the writing process as a writing piece moves toward completion.						
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process	Pre- Writing	PE-1. generating ideas through class discussion and drawing a picture of the ideas generated (e.g. brainstorming, webbing, drawings) with instructional support.	E-1. generating ideas through class discussion and drawing a picture or storyboard of the ideas generated (e.g. brainstorming, webbing, drawings) with instructional support.	B-1. generating ideas through class discussions and guided writing to record ideas (e.g. graphic organizers) with instructional support.	LI-1. generating ideas through teacher-led pre-writing activities (e.g. graphic organizers) and student recording of the ideas.	HI-1. generating ideas through student-led prewriting activities (e.g. advanced graphic organizers) and student recording of the ideas.
		PE-2. N/A	E-2. participating in a discussion of the purpose for a writing piece (e.g. sentence frames, echoing, pictures) with instructional support.	B-2. participating in a discussion of the purpose for a writing piece and who the intended audience will be.	LI-2. determining the purpose (e.g. to entertain, to inform, to communicate) and intended audience of a writing piece with instructional support.	HI-2. determining the purpose and intended audience of a writing piece.

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Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:						
Writing Process	Drafting	PE-3. creating a pictorial draft of an idea or story.	E-3. creating a pictorial draft with labels (words and phrases) of an idea or story.	B-3. contributing to the writing of a draft of an idea or story based on a class/small group generated pre-writing plan with teacher/peer as scribe.	LI-3. writing a student generated draft that includes a main idea and supporting details based on a prewriting plan with instructional support.	HI-3. writing a student generated draft with a main idea and supporting details in a logical sequence.
	Revising	PE-4. creating a pictorial draft of an idea or story changing or adding relevant details as needed with instructional support.	E-4. creating a pictorial draft with labels (words and phrases) of an idea or story changing or adding relevant details as needed with instructional support.	B-4. re-reading a class/small group draft for clarity and changing or adding relevant details as needed as modeled by teacher.	LI-4. re-reading a student generated draft orally for clarity and changing or adding relevant details as needed with instructional support.	HI-4. re-reading a student generated draft orally for clarity and changing or adding relevant details as needed.
		PE-5. N/A	E-5. N/A	B-5. participating in the evaluation of a class/small group draft for the use of word choice and organization with the teacher	LI-5. evaluating a student generated draft for the use of word choice and organization with the teacher modeling the use of a checklist or a	HI-5. evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric.

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				modeling the use of a checklist or a rubric.	rubric.	
Writing Process	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:					
	Editing	PE-6. N/A	E-6. participating in the editing of class draft for conventions (e.g. capitalization, spacing, and punctuation) with teacher modeling	B-6. participating in the editing of class/small group draft for conventions with teacher modeling the use of simple resources (e.g. word walls, primary dictionaries, conventions checklists).	LI-6. using simple resources (e.g. word walls, primary dictionaries, conventions checklists) for reviewing and correcting a student generated draft with instructional support.	HI-6. using simple resources (e.g. word walls, primary dictionaries, conventions checklists) for reviewing and correcting a student generated draft.
	Publishing	PE-7. N/A	E-7. N/A	B-7. rewriting a class/small group generated piece for sharing with an intended audience as modeled by the teacher.	LI-7. rewriting a student generated piece legibly and accurately for sharing with an intended audience with instructional support.	HI-7. rewriting a student generated piece legibly and accurately for sharing with an intended audience.

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Writing

Standard: The student will integrate elements of effective writing to develop engaging and focused text.						
Writing Elements		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:					
	Ideas / Content	PE-1. drawing pictures that relate to one main idea.	E-1. drawing and labeling pictures that relate to one main idea.	B-1. participating in writing a class/small group generated text that expresses a main idea as modeled by the teacher.	LI-1. writing student generated text that expresses a main idea with instructional support.	HI-1. writing student generated text that expresses a main idea.
		PE-2. drawing pictures of relevant details that support the main idea.	E-2. drawing and labeling pictures of relevant details that support the main idea.	B-2. participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.	LI-2. writing relevant details that support the main idea in a student generated text with instructional support.	HI-2. writing relevant details that support the main idea in a student generated text.

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The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:						
Writing Elements	Organization	PE-3. organizing drawings or pictures to include a clear beginning, middle and end with instructional support.	E-3. organizing text with a given pattern to include a clear beginning, middle and end with instructional support.	B-3. organizing class/small group generated text to include a clear beginning, middle and end as modeled by the teacher.	LI-3. organizing student generated text to include a clear beginning, middle and end with instructional support.	HI-3. organizing student generated text to include a clear beginning, middle and end.
		PE-4. N/A	E-4. N/A	B-4. organizing a class/small group generated text using transitional words to indicate a beginning, middle and end as modeled by the teacher.	LI-4. organizing a student generated text using transitional words to indicate a beginning, middle and end with instructional support.	HI-4. organizing a student generated text using transitional words to indicate a beginning, middle and end.

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		PE-5. N/A	E-5. N/A	B-5. organizing a class/small group generated text in a selected format (e.g. friendly letter, narrative, expository text) as modeled by the teacher.	LI-5. organizing a student generated text in a selected format (e.g. friendly letter, narrative, expository text) with instructional support.	HI-5. organizing a student generated text in a selected format (e.g. friendly letter, narrative, expository text).
Writing Elements	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:					
	Word Choice	PE-6. N/A	E-6. N/A	B-6. selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (e.g. shades of meaning/big, large, enormous) as modeled by the teacher.	LI-6. selecting words to use in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g. shades of meaning/big, large, enormous) with instructional support.	HI-6. using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g. shades of meaning/big, large, enormous).
		PE-7. N/A	E-7. N/A	B-7. selecting expressive or descriptive phrases/short sentences to use in a class/small	LI-7. selecting expressive or descriptive phrases/short sentences to use in student generated	HI-7. using expressive or descriptive phrases/sentences in student generated text.

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				group generated text as modeled by the teacher.	text with instructional support.	
		PE-8. N/A	E-8. N/A	B-8. selecting the appropriate interjections to use in class /small group generated text as modeled by the teacher.	LI-8. selecting the appropriate interjections to use in student generated text with instructional support.	HI-8. using the appropriate interjections in student generated text.
Research	Standard: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:					
	PE-1. N/A	E-1. N/A	B-1. completing question frames/templates about a topic or event in order to gather research for a report.	LI-1. formulating and writing questions about a topic or event in order to gather research for a report with instructional support.	HI-1. formulating and writing questions about a topic or event in order to gather research for a report.	
	PE-2.N/A	E-2. N/A	B-2. gathering information to answer questions for a report using given frames/ templates.	LI-2. gathering information to answer questions about a topic or event for a report, with instructional	HI-2. gathering information to answer questions about a topic or event for a report.	

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				support.	
	PE-3. recording observations by drawing pictures/ representations of objects, people or events for a class report with teacher support.	E-3.recording and labeling observations of objects, people or events for a class report (diagrams, pictures, charts) with instructional support.	B-3. listing information based on collected data about objects, people or events for a class/small group report.	LI-3. writing phrases and simple sentences in a one paragraph report based on collected data about objects, people or events with instructional support.	HI-3. writing a three to five sentence paragraph report including a title and three facts based on collected data about objects, people or events.